



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 11201859  
SAU: Old Town School Department  
School: Old Town Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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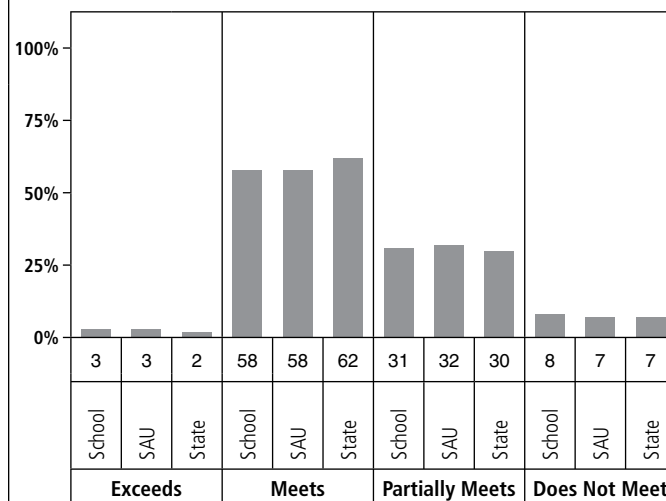
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: Old Town School Department  
School: Old Town Elementary School

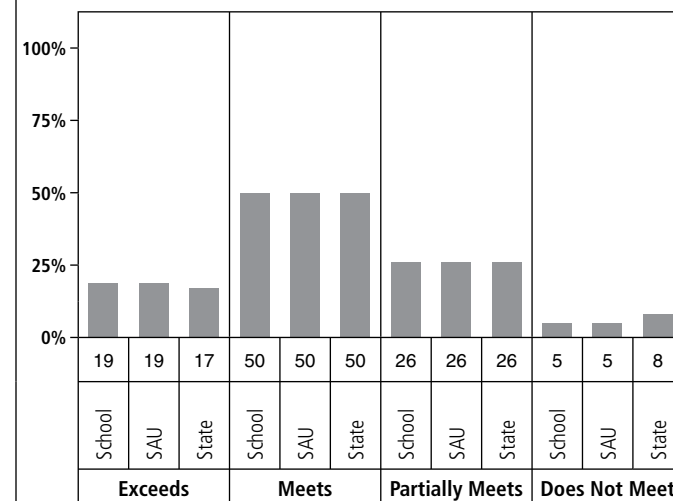
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	344	343	345
2006–2007	346	346	345
<b>2007–2008</b>	<b>344</b>	<b>344</b>	<b>344</b>
Cum. Avg. *	345	345	345
<b>Mathematics</b>			
2005–2006	346	346	344
2006–2007	352	353	347
<b>2007–2008</b>	<b>348</b>	<b>348</b>	<b>347</b>
Cum. Avg. *	349	349	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: Old Town School Department  
School: Old Town Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	75	100	75	100	13803	100	75	100	75	100	13714	99	75	100	75	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	1	1	2	3	116	1	1	100	2	100	114	99	1	100	2	100	114	99												
Asian or Pacific Islander	1	1	1	1	210	2	1	100	1	100	205	98	1	100	1	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	73	97	72	96	12916	94	73	100	72	100	12846	100	73	100	72	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	19	25	18	24	2358	17	19	100	18	100	2333	99	19	100	18	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	37	49	37	49	5584	40	37	100	37	100	5535	99	37	100	37	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	51	68	52	69	10650	77	51	68	52	69	10678	77												
Identified disability (PET/IEP)	3	6	3	6	475	4	3	6	3	6	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	1	2	1	2	83	1	1	2	1	2	85	1												
<b>Participation with accommodations</b>	23	31	22	29	2936	21	23	31	22	29	2911	21												
Identified disability (PET/IEP)	15	65	14	64	1735	59	15	65	14	64	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	8	35	8	36	986	34	8	35	8	36	958	33												
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	123	1	1	1	1	1	121	1												
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	3
SAU:	Old Town School Department
School:	Old Town Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	1	2	352	3
	2006-2007	2	2	2	2	332	2
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>227</b>	<b>2</b>
	Cum. Total*	5	2	5	2	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	34	58	29	54	8641	62
	2006-2007	62	69	59	69	8691	63
	<b>2007-2008</b>	<b>43</b>	<b>58</b>	<b>43</b>	<b>58</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	139	62	131	62	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	20	34	20	37	3671	27
	2006-2007	22	24	20	24	3781	27
	<b>2007-2008</b>	<b>23</b>	<b>31</b>	<b>24</b>	<b>32</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	65	29	64	30	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	7	4	7	1163	8
	2006-2007	4	4	4	5	1021	7
	<b>2007-2008</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>938</b>	<b>7</b>
	Cum. Total*	14	6	13	6	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	27.2	59.1	27.4	59.6	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.3	62.2	14.3	62.2	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	13.0	56.5	13.0	56.5	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Old Town School Department  
 School: Old Town Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	74	2	3	43	58	23	31	6	8	344	74	3	58	32	7	344	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	1										2						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	72	2	3	42	58	22	31	6	8	344	71	3	59	31	7	344	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	0	0	5	28	11	61	2	11	340	17	0	29	65	6	341	2210	0	32	48	20	338
No	56	2	4	38	68	12	21	4	7	345	57	4	67	23	7	345	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	74	2	3	43	58	23	31	6	8	344	74	3	58	32	7	344	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	36	0	0	18	50	12	33	6	17	341	36	0	50	36	14	341	5450	1	49	39	11	341
No	38	2	5	25	66	11	29	0	0	347	38	5	66	29	0	347	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	74	2	3	43	58	23	31	6	8	344	74	3	58	32	7	344	13581	2	62	30	7	344
<b>Gender</b>																						
Female	31	1	3	20	65	8	26	2	6	345	30	3	67	27	3	346	6567	3	65	27	5	345
Male	43	1	2	23	53	15	35	4	9	343	44	2	52	36	9	343	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	20	0	0	7	35	12	60	1	5	340	20	0	35	60	5	340	2004	0	37	49	14	339
No	54	2	4	36	67	11	20	5	9	345	54	4	67	22	7	346	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	74	2	3	43	58	23	31	6	8	344	74	3	58	32	7	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Old Town School Department  
 School: Old Town Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	350	1	0	100	0	0	350	6	0	43	39	18	340
B. less than one hour	88	2	3	38	63	17	28	3	5	345	88	3	63	30	3	345	79	2	65	28	5	345
C. one to two hours	6	0	0	1	25	2	50	1	25	338	6	0	25	50	25	338	12	2	60	31	7	344
D. more than two hours	4	0	0	2	67	1	33	0	0	346	4	0	67	33	0	346	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	28	1	5	9	47	7	37	2	11	344	28	5	47	37	11	344	29	3	62	28	7	345
B. They match some of what I have learned.	50	1	3	23	68	10	29	0	0	346	51	3	66	31	0	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	16	0	0	8	73	2	18	1	9	345	15	0	80	20	0	347	15	1	56	34	9	343
D. There is no match.	6	0	0	2	50	1	25	1	25	341	6	0	50	25	25	341	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	41	2	7	20	71	5	18	1	4	348	41	7	71	21	0	349	42	3	67	24	6	346
B. good	49	0	0	18	55	13	39	2	6	343	49	0	55	39	6	343	46	1	62	32	5	344
C. fair	10	0	0	4	57	2	29	1	14	341	10	0	57	29	14	341	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	24	0	0	10	63	5	31	1	6	343	22	0	67	33	0	344	22	1	48	38	12	341
B. about the same as my regular schoolwork	45	1	3	20	67	8	27	1	3	346	46	3	65	29	3	346	57	2	68	26	4	346
C. easier than my regular schoolwork	31	1	5	11	52	7	33	2	10	345	31	5	52	33	10	345	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	23	0	0	5	33	8	53	2	13	339	23	0	33	60	7	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	42	1	4	20	71	7	25	0	0	347	42	4	71	25	0	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	35	1	4	15	65	5	22	2	9	347	35	4	65	22	9	347	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	1	8	6	46	6	46	0	0	344	21	7	43	50	0	344	19	3	65	27	6	346
B. 20 minutes to an hour	38	1	4	18	69	6	23	1	4	346	37	4	72	24	0	347	47	2	68	25	5	346
C. less than 20 minutes	21	0	0	9	64	4	29	1	7	345	21	0	64	29	7	345	19	1	56	35	8	343
D. I rarely read at home.	22	0	0	9	60	4	27	2	13	342	22	0	60	27	13	342	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	34	0	0	12	55	8	36	2	9	343	34	0	55	36	9	343	28	1	56	33	9	343
B. six to ten pages	28	0	0	9	50	9	50	0	0	342	28	0	50	50	0	342	23	1	63	29	7	344
C. eleven or more pages	38	2	8	18	72	3	12	2	8	348	38	8	72	16	4	348	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Old Town School Department  
School: Old Town Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	5	8	5	9	1295	9
	2006-2007	20	22	20	24	1985	14
	<b>2007-2008</b>	<b>14</b>	<b>19</b>	<b>14</b>	<b>19</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	39	17	39	18	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	34	58	30	56	6852	49
	2006-2007	56	62	53	62	6990	51
	<b>2007-2008</b>	<b>37</b>	<b>50</b>	<b>37</b>	<b>50</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	127	57	120	56	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	16	27	15	28	4081	29
	2006-2007	13	14	11	13	3673	27
	<b>2007-2008</b>	<b>19</b>	<b>26</b>	<b>19</b>	<b>26</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	48	22	45	21	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	7	4	7	1638	12
	2006-2007	1	1	1	1	1193	9
	<b>2007-2008</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	9	4	9	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	9.4	62.7	9.5	63.3	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.5	75.0	10.5	75.0	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.0	60.0	3.0	60.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.1	65.0	9.2	65.7	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Old Town School Department  
 School: Old Town Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	74	14	19	37	50	19	26	4	5	348	74	19	50	26	5	348	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	1										2						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	72	13	18	37	51	18	25	4	6	348	71	18	52	24	6	348	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	2	11	5	28	9	50	2	11	341	17	12	29	47	12	341	2208	6	35	37	21	338
No	56	12	21	32	57	10	18	2	4	351	57	21	56	19	4	350	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	74	14	19	37	50	19	26	4	5	348	74	19	50	26	5	348	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	36	3	8	18	50	13	36	2	6	344	36	8	50	36	6	344	5452	9	45	33	12	343
No	38	11	29	19	50	6	16	2	5	352	38	29	50	16	5	352	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	74	14	19	37	50	19	26	4	5	348	74	19	50	26	5	348	13584	17	50	26	8	347
<b>Gender</b>																						
Female	31	4	13	17	55	8	26	2	6	346	30	13	57	23	7	347	6565	15	49	27	8	347
Male	43	10	23	20	47	11	26	2	5	350	44	23	45	27	5	349	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	20	1	5	10	50	7	35	2	10	343	20	5	50	35	10	343	2004	5	39	41	15	339
No	54	13	24	27	50	12	22	2	4	350	54	24	50	22	4	351	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	74	14	19	37	50	19	26	4	5	348	74	19	50	26	5	348	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Old Town School Department  
 School: Old Town Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	346	1	0	100	0	0	346	6	9	40	33	18	340
B. less than one hour	88	14	23	32	53	11	18	3	5	350	88	23	53	18	5	351	79	18	52	24	6	348
C. one to two hours	6	0	0	2	50	2	50	0	0	340	6	0	50	50	0	340	12	16	48	27	8	347
D. more than two hours	4	0	0	0	0	2	67	1	33	329	4	0	0	67	33	329	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	37	9	36	11	44	4	16	1	4	353	36	38	46	13	4	354	37	22	50	22	6	350
B. They match some of what I have learned.	54	5	14	21	58	7	19	3	8	347	55	14	57	22	8	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	3	0	0	2	100	0	0	0	0	357	3	0	100	0	0	357	12	9	44	36	11	342
D. There is no match.	6	0	0	0	0	4	100	0	0	335	6	0	0	100	0	335	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	35	7	35	9	45	3	15	1	5	353	35	35	45	15	5	353	39	25	48	20	7	350
B. good	53	4	13	17	57	6	20	3	10	347	53	13	57	20	10	347	46	14	52	27	7	347
C. fair	11	1	17	3	50	2	33	0	0	347	11	17	50	33	0	347	12	8	49	35	9	343
D. poor	2	0	0	0	0	1	100	0	0	340	2	0	0	100	0	340	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	12	0	0	4	50	3	38	1	13	337	12	0	50	38	13	337	17	7	41	35	17	340
B. about the same as my regular schoolwork	57	8	21	22	56	7	18	2	5	350	57	21	56	18	5	350	59	18	53	24	5	349
C. easier than my regular schoolwork	31	6	29	9	43	5	24	1	5	352	31	29	43	24	5	352	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	35	1	4	13	57	8	35	1	4	345	36	4	54	38	4	344	32	13	47	30	10	345
B. two or three days a week	30	7	35	11	55	2	10	0	0	354	30	35	55	10	0	354	30	20	52	23	5	349
C. two or three times each month	18	3	25	6	50	2	17	1	8	351	18	25	50	17	8	351	19	20	53	21	6	350
D. never or almost never	17	2	18	4	36	3	27	2	18	343	15	20	40	20	20	344	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	6	0	0	0	0	3	75	1	25	327	6	0	0	75	25	330	7	5	34	40	20	338
B. two or three days a week	25	2	12	11	65	2	12	2	12	347	25	12	65	12	12	347	18	15	50	27	8	346
C. two or three times each month	25	5	29	12	71	0	0	0	0	354	25	29	71	0	0	354	28	21	53	21	4	350
D. never or almost never	43	7	24	12	41	10	34	0	0	350	43	24	41	34	0	350	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	18	3	25	5	42	4	33	0	0	351	16	27	45	27	0	353	16	8	42	36	13	342
B. 30–45 minutes	43	7	24	14	48	6	21	2	7	349	43	24	48	21	7	349	30	14	53	26	7	347
C. 45–60 minutes	19	4	31	7	54	2	15	0	0	354	19	31	54	15	0	354	32	22	51	22	5	350
D. more than 60 minutes	21	0	0	9	64	3	21	2	14	343	22	0	60	27	13	342	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	344	100	0	100	0	0	344						
C.	0										0											
D.	0										0											